DOCUMENT RESUME

ED 402 490 CE 073 178

TITLE	Development of a Collaborative Family Literacy Program. Final Report.
INSTITUTION	Center for Literacy, Inc., Philadelphia, PA.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE	96
NOTE	41p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; *Agency Cooperation; Community Organizations; Cooperative Planning; Demonstration Programs; Early Childhood Education; Family Programs; Intergenerational Programs; *Literacy Education; Models; Partnerships in Education; Program Development; Public Agencies; Questionnaires; *Statewide Planning
IDENTIFIERS	353 Project; *Family Literacy; *Pennsylvania

ABSTRACT

A project was undertaken to develop a model that adult basic and literacy education (ABLE) programs throughout Pennsylvania could use as a framework to develop and implement collaborative family literacy programs in cooperation with human services agencies and community-based organizations, including providers of Even Start, Head Start, and other early childhood programs. The following were among the main project activities: documentation of the linkages needed to develop a collaborative family literacy program; identification of three family literacy programs as case study sites; observation of/interviews with key partners in the collaboration required for family literacy service provision; comparative study of existing models for community-based planning and family literacy program development; and production of a practical manual to help ABLE providers develop collaborative family literacy programs and evaluation of the manual by external reviewers (all were adult education providers). The external reviewers found the model collaborative family literacy program to be practical and exportable and the manual to be applicable and useful. The reviewers' qualitative comments on specific sections of the manual were incorporated into its final revision. (The bibliography lists eight references. Appended are sample completed learner questionnaires and reviewer evaluations.) (MN)

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ED 402 490

Development of a Collaborative Family Literacy Program

FINAL REPORT

Project No: 98-~~6007~~ 6002

Fiscal Year: 1995 - 96

Federal Funding: 12,660

Ashley Stoudt,
Project Director

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SECTION 353 ABSTRACT

Title: Development of a Model Collaborative Family Literacy Program

Project Number: 98-6007 Federal Funding: $ 12,660

Project Director: Ashley Stoudt
Agency Address: Center for Literacy
636 South 48th Street
Philadelphia, PA 19103
Telephone: (215) 474-1235

Purpose:
The Development of a Model Collaborative Family Literacy Program was intended to provide a framework for the effective development and implementation of family literacy programs. Adult basic and literacy education programs throughout the Commonwealth will be able to use the manual, which documents the linkages required for adult basic education programs to work cooperatively with partners including Even Start, Head Start, or other school district or early childhood programs, human services agencies, and community-based organizations, to plan and implement collaborative family literacy programs.

Procedures:
Methods used to research and write the manual included:

1. Documentation of the linkages needed for development of a collaborative family literacy program.
2. Identification of three family literacy programs as case study sites.
3. Observation and interviews with key partners in the collaboration for family literacy service provision.
4. Comparative research on the existing models for community-based planning and family literacy program development.
5. Production of a practical manual to enable other adult basic education and literacy education programs to develop collaborative family literacy programs, evaluated by five other adult education providers for applicability and usefulness.

Summary of Findings:
The project was successful in achieving its purpose of producing a practical, exportable model for collaborative family literacy program, based on the evaluations of five external reviewers. Reviewers rated the project manual on a rising scale of 1 to 5 as to its applicability, organization, appropriate examples, and readability, as well as providing qualitative comments on specific sections. Recommendations were incorporated in the final revision.

Products:
Manual of a Model Collaborative Family Literacy Program
Final Report

Descriptors:

Table of Contents

I. INTRODUCTION 1

A. PROJECT PURPOSE AND OBJECTIVES 1
B. RATIONALE AND BACKGROUND 1
C. TIMEFRAME 2
D. PROJECT PERSONNEL 2
E. AUDIENCE 2
F. DISSEMINATION 2

II. PROJECT GOALS AND OBJECTIVES 3

III. PROCEDURES 3

A. RESEARCH 3
B. OBSERVATION 6
C. INTERVIEWS 7

IV. PROJECT RESULTS 8

V. EVALUATION INSTRUMENTS AND RESULTS 8

VI. PROCEDURE FOR DISSEMINATION 9

VII. CONCLUSION 9

REFERENCES 10

APPENDIX 11

I. Introduction

A. Project Purpose and Objectives

The purpose of the project, The Development of a Model Collaborative Family Literacy Program, was to provide a framework for the effective development and implementation of family literacy programs. Adult basic and literacy education programs throughout the Commonwealth will be able to use the manual, which documents the linkages required for adult basic education programs to work cooperatively with partners including Even Start, Head Start, or other school district or early childhood programs, human services agencies, and community-based organizations, in order to plan and implement collaborative family literacy programs.

B. Rationale and Background

The project was conceived based the need to guide the development of family literacy programs in the Commonwealth. Although CFL and other adult basic literacy education programs provide family literacy services, the vast majority of resources are spent in direct implementation of the programs, not in documentation of effective linkages and processes to enable replication. Therefore, this project was intended to enable ABLE providers to understand the needed step-by-step planning processes for the successful implementation of a family literacy program.

In particular, the manual is intended to illustrate the processes required for collaboration with partners including school districts, human service providers, and community groups for the effective development of family literacy programs. Collaboration and shared understanding among partners is essential to the success of family literacy programs, and the manual provides guidelines for interacting with the key partners in institutions, agencies, and communities.

C. Timeframe

The project began in July 1995 with the identification of interagency partners for family literacy program planning. Documentation of the initial planning and coordination processes continued through October 1995, at which time family literacy classes began. Continuous documentation and research occurred throughout the program's academic year. Preliminary drafts of the manual were produced for internal review in May and June 1996. Final review of the manual was conducted by external reviewers August 1996. The final manual accompanies this report.

D. Project Personnel

The current project director, Ashley Stoudt, assumed responsibility for the project in November 1995, after the departure of the previous project director. CFL's Director of Educational Services, Judith Taylor, supervised coordination and documentation with the agency's family literacy partners, participated in interviews, and reviewed the manual. CFL Educators teaching in the family literacy program and Patricia Beach, Family Literacy Program Coordinator, also contributed to the project through interviews, observations, and review of the manual. JoAnn Weinberger, Executive Director, oversaw and consulted on relevant aspects of the project and reviewed the manual.

E. Audience

The project manual is intended for adult basic and literacy education programs wanting to establish family literacy programs. The manual presents the processes for planning and implementing collaborative family literacy programs in a practical manner by detailing the step-by-step development processes.

F. Dissemination

The Collaborative Family Literacy Model will be available to service providers throughout Pennsylvania through AdvancE in Harrisburg, the Western Resource Center in Gibsonia, and Professional Development Centers. The project director and other CFL

family literacy staff will be available to present at staff development sessions sponsored by Professional Development Centers and the 1997 PAACE Midwinter Conference and other conferences as applicable. In Philadelphia, the dissemination will include other Head Start sites through the Office of Pre-Kindergarten Head Start.

II. Project Goals and Objectives

The project goal was to provide a framework for the effective development and implementation of family literacy programs. The specific project objectives were as follows:

1. To document the linkages needed for development of a collaborative family literacy program.

2. To describe the planning processes needed to build and implement a collaborative family literacy program.

3. To develop a manual to enable other adult basic and literacy education programs to implement collaborative family literacy programs.

4. To provide a draft of the model to an advisory group of five other adult education providers for review and comment.

5. To disseminate the manual that describes the model.

III. Procedures

A. Research

The research conducted for the project involved three processes: the use of case study sites for observation, documentation of planning and implementation processes, and comparison of existing research on community-based planning and family literacy programs. Overall, the research procedure was designed to learn from the multiple perspectives to be gained from a.) data collection on practices in process; b.) the collective insights of partners and program participants; and c.) the collected knowledge found in existing research.

1. Identification of the family literacy classes to be the focus of the project. Three CFL family literacy sites were chosen as case studies. The sites, chosen to represent the range of programs available, included a Head Start Center (also a Family Center), an Even Start site, and school district site founded through ABLE. The three sites were each located in Philadelphia public schools in three different areas of the city. Research procedures at the case study sites included observation and interviews, as detailed below.

2. Documentation of the linkages that were initiated and maintained among stakeholders who collaborated to provide family literacy services. These stakeholders include:

CFL agency personnel

- Administrators
- Educators

Families

- Parents, grandparents, and other caregivers representing their families

School District personnel

- Administration: program administrators (Even Start, Head Start)
- Direct service providers: Parent Educators
- Individual schools: administration -- principals, coordinators; school counselors; teachers; parent coordinators; aides, volunteers (Americorps)

Family Center personnel

- Administration: directors, site coordinators
- Social workers and other direct service providers

Community members

- Community leaders, local and state agencies, elected officials
- Community organizations: neighborhood associations, religious institutions, volunteer groups, civic groups, veterans groups, labor unions
- Public libraries

Human Service Agency personnel

- County Assistance Office: administration, caseworkers
- Unemployment and Job Service Offices
- Health and mental health care providers (clinics, preventative care/education groups)
- Social service agencies (shelters, child welfare, abuse prevention, housing)

Documentation of the daily interactions between partners engaged in the planning and implementation process, including formal and informal meetings, site visits, letters and memoranda, telephone conversations captured the processes of collaboration involved in program development. The continuous interactions indicated the need not only for initial contacts among partners, but also the follow-up communications and actions required for program maintenance.

3. Comparison of what was observed to the body of research on family literacy and on community-based planning. The work of the Pennsylvania State Coalition for Adult Literacy (PSCAL) Community Literacy Planning Committee to develop a framework for strategic community-based planning provided a key resource in *Building Communities for Learning* (PSCAL, 1995). Likewise, *Building Coalitions in Adult Literacy* (Askov & Sherow, 1991) relates directly to planning for a collaborative family literacy program. Additional resources consulted on family literacy included *Family and Intergenerational Literacy Programs: An Update of "The Noises Of Literacy."* (Nickse, 1990) and *Collaborating for Comprehensive Services for Young Children and their Families* (Swan, & Morgan, 1993).

Conceptually, these and other resources provided the following objectives for developing a collaborative family literacy planning process:

- Analyzing the Need for Literacy Education
- Identifying the Needs of Various Groups
- Identifying Potential Partners

- Developing a Shared Vision
- Defining Outcomes
- Planning Instruction
- Locating Funding Sources
- Planning Program Logistics

The literature on community-based planning also provided a framework for the stages of community-based planning: getting together, building trust, developing a strategic plan, taking action, and follow-up and maintenance. These conceptual guidelines provided the framework for the ongoing processes of documentation and observation, and also shaped the manual outline.

B. Observation

In order to document the linkage processes and to understand the development of programs in context, observational visits were conducted at case study sites. The visits included tours of the host schools, extended observation of instruction in progress, and interviews and informal discussions with both providers and participants.

A typical site visit included meetings with the school principal, the community-school coordinator, and a counselor or social worker, if applicable. These meetings always included structured interviews, as described below, but also involved more informal discussions regarding, for example, the school and community, or information sharing on educational resources.

During observations, the project director often assisted with instruction or provided other classroom support. These experiences provided an opportunity for direct involvement and interaction with learners, teachers, and tutors. Informal discussions regarding learners' goals and expectations for the program yielded important information for comparison with data gathered from more structured interviews. Conversations with CFL educators and volunteer tutors regarding instructional issues, concerns about learners, and their own

instructional and programmatic goals also enhanced the project director's background knowledge.

Data derived from observation included the following:

- documentation of the responsibilities and roles of personnel involved in family literacy programs;
- personnel changes and the development of new linkages;
- processes required for meeting with partners such as school personnel, community groups, and human services providers;
- coordination of resources: human, material, and financial;
- steps needed for organizing and arranging for the physical site (classroom space, acquisition of adult-sized furniture, safety and maintenance requirements);
- processes involved in learning about the culture and environment of the collaborating groups;
- processes needed for obtaining family and community involvement, including recruitment and outreach, retention, and alignment of program with community interests and goals;
- steps for coordination of related program services, such as special allowances and reimbursements; and
- requirements for coordinating program assessment and evaluation.

C. Interviews

In conjunction with observations at case study sites, interviews were conducted with key personnel in family literacy provision, representing multiple components of the family literacy program partnership. Those interviewed included teachers, tutors, learners, school principals, community-school coordinators, social workers, parent educators, and agency administrators.

Interviews were designed to collect information regarding partners' views of their roles in family literacy, their conception of what family literacy involves, their perceptions of other partners or participants, their goals and expectations for the program, the degree to which those expectations were being met, and their plans for enhancing their roles as administrators, providers, or participants in the program. Interviewees' opinions were solicited on the model of collaborative, community-based planning and service delivery, and their suggestions and ideas influenced the writing of the manual.

In addition to oral interviews, learners in two case study classes were asked to respond to questionnaires designed to explore learners' goals and expectations for program participation and their evaluation of how well those goals were being met. (See Appendix for examples of questionnaires.)

IV. Project Results

The final product of the project was the development of a concise, practical manual presenting an exportable model of collaborative family literacy program development. The successful outcome of the project can be determined by the degree to which it met the overall objective of producing and disseminating a project manual. According to the evaluations of both CFL and external reviewers, the project did fulfill its objective and produce an appropriate, timely, and applicable model for the development of collaborative family literacy programs.

V. Evaluation Instruments and Results

The project manual was evaluated for its applicability, content, and effectiveness of presentation by five adult basic and literacy education providers:

Carol Molek, Tuscarora Intermediate Unit
Rose Brandt, Mayor's Commission on Literacy
Vicki Jones, Chester County Library and District Center
Nancy Woods, Adult Literacy Action
Rosemary Mazzatenta, School District of Philadelphia

The reviewers were asked to respond to a questionnaire on the manual's usefulness to their own agency and to other agencies for the development of family literacy programs. (See Appendix for copies of the reviewers' evaluations.)

VI. Procedure for Dissemination

Upon submission to the Bureau of Adult Basic and Literacy Education, the project manual will be available through AdvancE in Harrisburg, the Western Resource Center in Gibsonia, and the Professional Development Centers. The project director and other CFL family literacy staff will be available to present at staff development sessions sponsored by Professional Development Centers and the 1997 PAACE Midwinter Conference and other conferences as applicable. In Philadelphia, CFL will the disseminate the project manual to other Head Start sites through the Office of Pre-Kindergarten Head Start.

VII. Conclusion

The research and documentation process leading to the production of a manual for collaborative family literacy program development led to valuable insights about CFL's own collaborative efforts. In turn, these insights enabled the project to apply the lessons learned to a exportable model for planning and implementation.

CFL's intention in this project has been to elucidate the key factors and processes that CFL has encountered as we continue to build family literacy program collaboration. By engaging in the process of simultaneously providing and researching a family literacy program, CFL has achieved a great deal toward coordination of services and increased communication among partners. These achievements benefit the families who participate in our program. CFL hopes that the experience will contribute to collaborative efforts as well, as adult basic and literacy education programs throughout the Commonwealth face the many challenges of providing truly efficient and effective interagency collaborations.

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Appendix

Examples of Learner Questionnaires
Reviewer Evaluations

December 11, 1995

Dear Learners,

Thank you for allowing me to visit your program last Wednesday. I enjoyed the chance to meet and talk with some of you and to learn more about your program. To help the Center for Literacy to understand what makes . adult learning program successful, I would like to ask you to complete this questionnaire. This information will be used to support the program and to help CFL plan other adult learning programs. If you have any questions or comments about this questionnaire, please call me at 474-1235 or write to me at CFL at 636 S. 48th Street, Philadelphia, PA 19104. Thank you once again for your help.

Sincerely,

Ashley Stoudt
Program Coordinator for Program and Staff Development

---

1. How did you find out about this program?

Through a friend that attends.

2. Do you have children who attend Elementary School?

NO

3. Is it convenient for you to travel to ?

YES

4. Why did you decide to participate in this program?

CAUSE I NEED MY G.E.D.

5. What are your goals for learning in this program?

ONCE I RECIEVE MY G.E.D.
I'm GONNA GO INTO the SERVICE.

6. If you have any other comments about the program or any suggestions to help CFL plan this type of program, please write them here (you may continue on the back).

NONE.

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December 11, 1995

Dear Learners,

Thank you for allowing me to visit your program last Wednesday. I enjoyed the chance to meet and talk with some of you and to learn more about your program. To help the Center for Literacy to understand what make_ adult learning program successful, I would like to ask you to complete this questionnaire. This information will be used to support the program and to help CFL plan other adult learning programs. If you have any questions or comments about this questionnaire, please call me at 474-1235 or write to me at CFL at 636 S. 48th Street, Philadelphia, PA 19104. Thank you once again for your help.

Sincerely,

Ashley Stoudt
Program Coordinator for Program and Staff Development

---

1. How did you find out about this program? That helP YOU

2. Do you have children who attend Elementary School? NO

3. Is it convenient for you to travel to ? yes

4. Why did you decide to participate in this program?
So I could get my Ged

5. What are your goals for learning in this program?
helP Children And PeoPle

6. If you have any other comments about the program or any suggestions to help CFL plan this type of program, please write them here (you may continue on the back).

December 11, 1995

Dear Learners,

Thank you for allowing me to visit your program last Wednesday. I enjoyed the chance to meet and talk with some of you and to learn more about your program. To help the Center for Literacy to understand what makes adult learning program successful, I would like to ask you to complete this questionnaire. This information will be used to support the program and to help CFL plan other adult learning programs. If you have any questions or comments about this questionnaire, please call me at 474-1235 or write to me at CFL at 636 S. 48th Street, Philadelphia, PA 19104. Thank you once again for your help.

Sincerely,

Ashley Stoudt
Program Coordinator for Program and Staff Development

---

1. How did you find out about this program? From my Sister

2. Do you have children who attend Elementary School? NO

3. Is it convenient for you to travel to ? yes

4. Why did you decide to participate in this program? To get my G.E.D

5. What are your goals for learning in this program? To get my G.E.D ~~To~~ and take better care of my Child

6. If you have any other comments about the program or any suggestions to help CFL plan this type of program, please write them here (you may continue on the back). None

December 11, 1995

Dear Learners,

Thank you for allowing me to visit your program last Wednesday. I enjoyed the chance to meet and talk with some of you and to learn more about your program. To help the Center for Literacy to understand what makes adult learning program successful, I would like to ask you to complete this questionnaire. This information will be used to support the program and to help CFL plan other adult learning programs. If you have any questions or comments about this questionnaire, please call me at 474-1235 or write to me at CFL at 636 S. 48th Street, Philadelphia, PA 19104. Thank you once again for your help.

Sincerely,

Ashley Stoudt
Program Coordinator for Program and Staff Development

---

1. How did you find out about this program?

2. Do you have children who attend Elementary School?

No

3. Is it convenient for you to travel to ?

yes

4. Why did you decide to participate in this program?

I needed my GED.

5. What are your goals for learning in this program?

To get the GED

6. If you have any other comments about the program or any suggestions to help CFL plan this type of program, please write them here (you may continue on the back).

I think the teachers are doing a great job

December 11, 1995

Dear Learners,

Thank you for allowing me to visit your program last Wednesday. I enjoyed the chance to meet and talk with some of you and to learn more about your program. To help the Center for Literacy to understand what makes adult learning program successful, I would like to ask you to complete this questionnaire. This information will be used to support the program and to help CFL plan other adult learning programs. If you have any questions or comments about this questionnaire, please call me at 474-1235 or write to me at CFL at 636 S. 48th Street, Philadelphia, PA 19104. Thank you once again for your help.

Sincerely,

Ashley Stoudt
Program Coordinator for Program and Staff Development

---

1. How did you find out about this program?
From P.I.C

2. Do you have children who attend Elementary School? NO

3. Is it convenient for you to travel to ? Yes

4. Why did you decide to participate in this program?
To obtain my G.E.D and go on to College

5. What are your goals for learning in this program?
To be able to start College in Sept 96 and some day become an Attorney

6. If you have any other comments about the program or any suggestions to help CFL plan this type of program, please write them here (you may continue on the back).

December 11, 1995

Dear Learners,

Thank you for allowing me to visit your program last Wednesday. I enjoyed the chance to meet and talk with some of you and to learn more about your program. To help the Center for Literacy to understand what makes adult learning program successful, I would like to ask you to complete this questionnaire. This information will be used to support the program and to help CFL plan other adult learning programs. If you have any questions or comments about this questionnaire, please call me at 474-1235 or write to me at CFL at 636 S. 48th Street, Philadelphia, PA 19104. Thank you once again for your help.

Sincerely,

Ashley Stoudt
Program Coordinator for Program and Staff Development

---

1. How did you find out about this program?
I had called Settlement house and they gave me CFL. Phone number

2. Do you have children who attend Elementary School? NO

3. Is it convenient for you to travel to ? yes

4. Why did you decide to participate in this program?
Because I knew I needed my GED or Diploma to get to where I want to go

5. What are your goals for learning in this program?
Not to leave until I am ready

6. If you have any other comments about the program or any suggestions to help CFL plan this type of program, please write them here (you may continue on the back).
I like the program very well

December 11, 1995

Dear Learners,

Thank you for allowing me to visit your program last Wednesday. I enjoyed the chance to meet and talk with some of you and to learn more about your program. To help the Center for Literacy to understand what makes adult learning program successful, I would like to ask you to complete this questionnaire. This information will be used to support the program and to help CFL plan other adult learning programs. If you have any questions or comments about this questionnaire, please call me at 474-1235 or write to me at CFL at 636 S. 48th Street, Philadelphia, PA 19104. Thank you once again for your help.

Sincerely,

Ashley Stoudt
Program Coordinator for Program and Staff Development

---

1. How did you find out about this program? I went to open house in September, and they were passing out flyers.
2. Do you have children who attend Elementary School? yes
3. Is it convenient for you to travel to ? yes
4. Why did you decide to participate in this program? Because I want to better my education skills, and get my GED.
5. What are your goals for learning in this program? to get my GED Certificate, and to get good employment
6. If you have any other comments about the program or any suggestions to help CFL plan this type of program, please write them here (you may continue on the back).

The tutors are great, and they no how to help you.

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December 11, 1995

Dear Learners,

Thank you for allowing me to visit your program last Wednesday. I enjoyed the chance to meet and talk with some of you and to learn more about your program. To help the Center for Literacy to understand what makes ... adult learning program successful, I would like to ask you to complete this questionnaire. This information will be used to support the ... program and to help CFL plan other adult learning programs. If you have any questions or comments about this questionnaire, please call me at 474-1235 or write to me at CFL at 636 S. 48th Street, Philadelphia, PA 19104. Thank you once again for your help.

Sincerely,

Ashley Stoudt
Program Coordinator for Program and Staff Development

---

1. How did you find out about this program?

[redacted] From ... School

2. Do you have children who attend ... Elementary School?

no and no Children

3. Is it convenient for you to travel to ...?

Yes very

4. Why did you decide to participate in this program?

So that I can get my G. E. D. It seemed like a very good program better than the other programs

5. What are your goals for learning in this program?

1. To know and learn things that I didn't before I came
2. To get my G. E. D.
3. To learn to drive (License)

6. If you have any other comments about the program or any suggestions to help CFL plan this type of program, please write them here (you may continue on the back).

BEST COPY AVAILABLE

December 11, 1995

Dear Learners,

Thank you for allowing me to visit your program last Wednesday. I enjoyed the chance to meet and talk with some of you and to learn more about your program. To help the Center for Literacy to understand what makes adult learning program successful, I would like to ask you to complete this questionnaire. This information will be used to support the program and to help CFL plan other adult learning programs. If you have any questions or comments about this questionnaire, please call me at 474-1235 or write to me at CFL at 636 S. 48th Street, Philadelphia, PA 19104. Thank you once again for your help.

Sincerely,

Ashley Stoudt
Program Coordinator for Program and Staff Development

---

1. How did you find out about this program? went to see my e.p.t worker.

2. Do you have children who attend Elementary School? No

3. Is it convenient for you to travel to ? yes

4. Why did you decide to participate in this program? Because I wanted my G.E.D.

5. What are your goals for learning in this program? To get my ~~GE~~ G.E.D and go to higher thing.

6. If you have any other comments about the program or any suggestions to help CFL plan this type of program, please write them here (you may continue on the back).

December 11, 1995

Dear Learners,

Thank you for allowing me to visit your program last Wednesday. I enjoyed the chance to meet and talk with some of you and to learn more about your program. To help the Center for Literacy to understand what makes adult learning program successful, I would like to ask you to complete this questionnaire. This information will be used to support the program and to help CFL plan other adult learning programs. If you have any questions or comments about this questionnaire, please call me at 474-1235 or write to me at CFL at 636 S. 48th Street, Philadelphia, PA 19104. Thank you once again for your help.

Sincerely,

Ashley Stoudt
Program Coordinator for Program and Staff Development

---

1. How did you find out about this program? A CARD

2. Do you have children who attend Elementary School? NO

3. Is it convenient for you to travel to ? YES

4. Why did you decide to participate in this program? FOR my G.E.D

5. What are your goals for learning in this program? To Read & Spell better

6. If you have any other comments about the program or any suggestions to help CFL plan this type of program, please write them here (you may continue on the back).

December 11, 1995

Dear Learners,

Thank you for allowing me to visit your program last Wednesday. I enjoyed the chance to meet and talk with some of you and to learn more about your program. To help the Center for Literacy to understand what makes : adult learning program successful, I would like to ask you to complete this questionnaire. This information will be used to support the program and to help CFL plan other adult learning programs. If you have any questions or comments about this questionnaire, please call me at 474-1235 or write to me at CFL at 636 S. 48th Street, Philadelphia, PA 19104. Thank you once again for your help.

Sincerely,

Ashley Stoudt
Program Coordinator for Program and Staff Development

---

1. How did you find out about this program? I found out about this program threw a friend.

2. Do you have children who attend : Elementary School? NO

3. Is it convenient for you to travel to ? Yes

4. Why did you decide to participate in this program? So that I can receive MY G.E.D and to better My education, and skills. (For My daughter-Education)

5. What are your goals for learning in this program? My goals are that I can do anything I want longs I put my mind to it.

6. If you have any other comments about the program or any suggestions to help CFL plan this type of program, please write them here (you may continue on the back).

I think that Philadelphia needs more G.E.D programs like CFL. I really thank the teachers to take time to teach me. I just really thank who is in charge of this program you did a great job by putting it together.

Manual for Development of Collaborative Family Literacy Programs
Review Questionnaire

Thank you for agreeing to review the draft of the manual on planning and developing collaborative family literacy programs which Center for Literacy has written as a Section 353 Special Demonstration Project. This manual is intended to be a practical, step-by-step guide for Pennsylvania's adult literacy programs and practitioners to use as they work with other human service providers and funders to build family literacy programs. CFL developed the manual by researching and reflecting on our own experience in providing family literacy programs and on the linkages that we developed with other groups. It will be disseminated through the Bureau of Adult Basic and Literacy Education.
We are asking for your response to the following review questions. Please complete this review and return it by **Wednesday, August 21** to:

Ashley Stoudt
Center for Literacy
636 S. 48th Street
Philadelphia, PA 19143
Phone: (215) 474-1235
Fax: (215) 472-7290

Reviewer Initials: RB
Date: 8/15/96

1. Based on your involvement in adult literacy education, how would you rate the overall applicability and usefulness of this guide?

not at all very much so
1 2 3 4 5

2. Are the steps for program development clearly organized?

not at all very much so
1 2 3 4 5

3. Are the examples given applicable and appropriate?

not at all very much so
1 2 3 4 5

4. Is the manual written in a clear, readable style?

not at all very much so
1 2 3 4 5

To answer the following questions, please refer to the manual outline that follows. You may write your comments under the heading that is appropriate.

Are there areas of the manual that are redundant or repetitive?

Areas that require more explanation or examples?

RECEIVED
AUG 13 1996

I. Introduction to Planning a Family Literacy Program

good

A. Purpose of the Manual

I got a little lost here.

II. Analyzing Need

A. Identifying the Issues

very thorough

B. Collecting Information

very good

C. Prioritizing Areas for Involvement

you don't have a decision point here - whether or not to offer services

attainment good

III. Developing the Program

I think somewhere in here you need to address cultural issues

A. Addressing the Needs of Learners

good

B. Related Needs

this is very specific to CFL and Cty. Assistance are there other examples

C. Understanding Expectations

fine

D. Balancing Instructional Needs/Goals with Other Issues

See B

E. Involving Learners

Student involvement needs a little more clarity

F. I think this is addressing problems, being willing to admit mistakes, not "addressing needs..."

G. Planning for Recruitment

I wouldn't use the word "incentive" in #1. Suggest example under # 3 sound more generic and less like a report

H. Planning for Retention

Good

IV. Identifying Resources

good
I think another resource is essential in early childhood ed.

V. Allocating Resources

this works

VI. Collaborating with Agencies

in #1 - do you have a suggestion for resolution
I wouldn't refer to conflict as often - maybe challenges

VII. Principles for Building and Maintaining Relationships

Perhaps a little ~~more~~ on up front planning
This sounds like it's underway

VIII. Conclusion: Lessons Learned

This works, but I do think more initial collaboration is possible.

Appendix A
The Context: The Center for Literacy's Family Programs

Appendix B
Examples of Planning Tools

BEST COPY AVAILABLE

important than the official duties that they perform, since collaborative family literacy programming requires all partners to move above and beyond existing roles and modes of operation.

There are three primary ways to gather information that will help you develop interest, participation, and potential collaboration with other groups or organizations:

1. *Interviews.* Formal and informal interviews are useful at every stage of the planning process; in the initial phase, use them to gauge interest, to talk through your own ideas and plans, and to understand the needs and strengths of the group. Remember that individuals at all levels of an agency can offer important insights. Try to speak and listen to all of those people with the potential for involvement in family literacy: administrators, direct service providers, support staff, volunteers, and clients. For guidance in developing appropriate questions, refer to the examples of interview protocols included in Appendix B.

As you interview potential interest groups, remember to be flexible and forthcoming with your ideas. You should enter a discussion being able to articulate a vision for the project, but you must demonstrate your willingness to build a framework for collaboration with the input of partners. Use inclusive language, such as "we" rather than "you" and "us" and ask open-ended questions that encourage free responses so that you can capitalize on diverse perspectives.

see App B

Likewise, you should listen to the ways that interest groups and individuals communicate their attitudes, beliefs, and ideas for the potential collaborative project. Do they use inclusive language? Do they seem enthusiastic or guarded about the prospect of collaboration? Do they convey an understanding and acceptance of the challenges of collaboration? Your perceptions regarding these questions are likely to be just as accurate as the "hard answers" that you receive to the eventual determination to collaborate.

2. *Observation.* If a local school has an existing Head Start, Family Center, or school readiness project underway, arrange to visit it. Talk to the administrators and the teachers about the issues they identify in working with the families of the children they

2. *Involving collaborating agencies.* Partners should consider the individual strengths of participating agencies not only in terms of access to potential clients and contacts, but also regarding agency expertise in skills. For example, using the publicity, writing, and technology skills of various partners, the Cecil tutoring program collaborative created an attractive, professional-looking brochure to promote a number of school's programs to the community. The adult education/GED preparation program was highlighted; participants responded very positively to the brochure, preferring it to a flyer.

3. *Maintaining visibility.* Adult literacy providers know that successful recruitment is central to overall program success. We often forget, however, that other partners may not have such an ingrained conception of the challenges of recruitment. School districts and the County Assistance Offices, for instance, probably do not experience recruitment challenges in the same way. Therefore, it is important that you emphasize the need for ongoing recruitment and collaboratively plan strategies for maintaining visibility in the communities that you serve. Explore ways that partners could contribute to ongoing visibility efforts. By reflecting on agencies' strengths, you can plan ways to combine contacts to develop connections to more people.

Examples of the recruitment and outreach efforts include the following, and represent both one-time recruiting efforts and ongoing communication and visibility meetings.

- Cooperated in organizing a community meeting held at a school sponsoring a CFL family literacy program.
- Met with representatives from the Philadelphia home and School Council (a parent volunteer organization similar to the PTA).
- Presented our program to School District community/school liaisons, Head Start Coordinators, and other representatives.
- Planned citywide and regional recruitment fairs with the CAO, which were held at school sites.

VI. Collaborating with Agencies

As you read this guide on collaboration for family literacy programs, you will realize that there are many aspects involved in collaboration and many facets of program planning to address. This section provides an overview of the deciding factors that determine efficient program collaboration among agencies. Collaboration is an attitude as much as it is a process; as you embark on cooperative efforts with partners, you will need to move through successive planning stages with a consciousness that will ideally become a habit of mind. From a practical viewpoint, this attitude and approach becomes most apparent in dealing with the logistics, or "nuts and bolts," of daily program functions. If the necessity for communication has not yet become apparent, it will become so as you address these four key issues:

1. *Assigning roles for specific responsibilities.* Thus far, this guide has discussed the need to communicate and plan with partners regarding issues such as recruitment and outreach, funding, and staffing. At the later stages of collaboration, however, you must begin to designate who will actually be responsible for carrying out the specific logistical tasks. In some instances, the issues will resolve themselves; in CFL's collaboration with the School District's Even Start program, for example, responsibility for overall budget monitoring lies with the School District since they are the direct recipient of the federal and state funds. In other cases, however, such as the responsibility for recruitment, we have encountered conflict between organizations. Although the School District's Parent Educators are nominally in charge of Even Start recruitment, CFL teachers and support staff have often referred learners to the program through our own intake and assessment process, particularly in classes in which we are concerned about the number of participants. This situation has periodically led to confusion and frustration for both agencies and for the learners, who may have to undergo two intake procedures. As our agency's experience illustrates, assigning clear roles is an important step, and maintaining follow-through and communication may be complicated without it.

they may not appreciate this

2. *Defining outcomes and accountability.* The current environment in which adult literacy and other human services operate stresses increased accountability and demonstration of performance based on outcomes. In theory, this emphasis on outcomes gives structure to the development of family literacy programs by forcing providers to consider the goals and purposes of the program in the initial planning phases, and to monitor progress continuously. In practice, the emphasis on accountability pushes collaborating partners to reveal and examine their assumptions about what family literacy involves and why various components are important to include in programs. It also forces agencies and individuals to take responsibility for defining and carrying out the measures for outcomes. While these are good processes to undergo, there are definitely challenges involved. The negotiation process can touch upon the foundation values and philosophies of agencies, and there is the potential for conflict and questions to arise. It is important to remember that these central issues must be dealt with and resolved to be sufficiently prepared for the effective delivery of services.

3. *Determining data needs.* Data requirements are directly linked to outcomes. As in the outcomes deliberation process, collaboration requires negotiation and the adaptation of systems for enrollment, assessment, attendance, measurement of progress, and program completion. It is best to develop a system of data gathering and sharing after you have established outcomes so that you can design effective measures without redundancy of efforts. The data aspect is also related to the assignment of roles. To avoid confusion, you will need to establish guidelines for agency responsibilities for collecting and reporting data.

4. *Selecting sites.* At CFL we have found that one of the most reliable predictors of family literacy program success is site selection. Selecting sites is also one of the most intensive, up-front collaboration activities. It is important to choose a site with an awareness of physical location and available space, but also with a picture of the community within the school and of the community it serves.

Appendix B

Sample Questions for Agency Partners Collaborating with CFL in Family Literacy

1. What does the term "family literacy" mean ~~to~~ you?

see p 7

2. What ~~are your~~ expectations for the family literacy program?

3. What ~~do you think~~ is important in establishing a collaborative family literacy program?

4. What ~~do you want~~ the program's outcomes ~~to be~~?

5. How is the program going?

6. What are the differences between what you expected and what is occurring?

7. Are changes required in the relationship between the partners? If so, what is needed?

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Fax: (215) 472-7290

Reviewer Initials: VJ
Date: 8/20

1. Based on your involvement in adult literacy education, how would you rate the overall applicability and usefulness of this guide?
not at all 1 2 3 4 (5) very much so

2. Are the steps for program development clearly organized?
not at all 1 2 3 4 (5) very much so

3. Are the examples given applicable and appropriate?
not at all 1 2 3 4 (5) very much so

4. Is the manual written in a clear, readable style?
not at all 1 2 3 4 (5) very much so

To answer the following questions, please refer to the manual outline that follows. You may write your comments under the heading that is appropriate.

Are there areas of the manual that are redundant or repetitive?

Areas that require more explanation or examples?

I. Introduction to Planning a Family Literacy Program

A. Purpose of the Manual

(p.3, third paragraph) I think the following sentence is redundent, you may want to delete it: "For instance, adult literacy organizations traditionally serve adult family..."

II. Analyzing Need

A. Identifying the Issues

B. Collecting Information

(p.6, second paragraph) "However, if you do not already have access to these institutions or agencies, arrange it." It might be helpful to give some ideas about how this could be accomplished.

C. Prioritizing Areas for Involvement

III. Developing the Program

A. Addressing the Needs of Learners

(p.9, first paragraph, third line) Should read, "CFL has realized, however, that developing..."

B. Related Needs

C. Understanding Expectations

D. Balancing Instructional Needs/Goals with Other Issues

E. Involving Learners

F. Addressing Needs and Goals of Other Groups (needs to be bolded)

G. Planning for Recruitment

H. Planning for Retention

IV. Identifying Resources

V. Allocating Resources

VI. Collaborating with Agencies

VII. Principles for Building and Maintaining Relationships

VIII. Conclusion: Lessons Learned

Appendix A
The Context: The Center for Literacy's Family Programs

Appendix B
Examples of Planning Tools

Manual for Development of Collaborative Family Literacy Programs
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Reviewer Initials: OJG
Date: 8/19/96

1. Based on your involvement in adult literacy education, how would you rate the overall applicability and usefulness of this guide?

not at all				very much so
1	2	3	4	(5)

2. Are the steps for program development clearly organized?

not at all				very much so
1	2	3	4	(5)

3. Are the examples given applicable and appropriate?

not at all				very much so
1	2	3	(4)	5

4. Is the manual written in a clear, readable style?

not at all				very much so
1	2	3	4	(5)

To answer the following questions, please refer to the manual outline that follows. You may write your comments under the heading that is appropriate.

Are there areas of the manual that are redundant or repetitive?

SEE NOTE AFTER Appendix B

Areas that require more explanation or examples?

I. Introduction to Planning a Family Literacy Program

Excellent

A. Purpose of the Manual

GOOD.

II. Analyzing Need

A. Identifying the Issues

Excellent

B. Collecting Information

Excellent

C. Prioritizing Areas for Involvement

III. Developing the Program

A. Addressing the Needs of Learners

B. Related Needs

C. Understanding Expectations

D. Balancing Instructional Needs/Goals with Other Issues

E. Involving Learners Excellent

F. Addressing Needs - (Needs BOLD FONT)

G. Planning for Recruitment
See # 1 under VI.

H. Planning for Retention

IV. Identifying Resources

V. Allocating Resources

VI. Collaborating with Agencies
#1 is a problem that needs resolution.

VII. Principles for Building and Maintaining Relationships

VIII. Conclusion: Lessons Learned

Appendix A
The Context: The Center for Literacy's Family Programs under "B"
Mention reason: we cannot require parents & pupils be on site. Spots are not available in Head Start class or Comprehensive Day Care class. Probably because our classes start in Oct.

Appendix B
Examples of Planning Tools

This section is excellent.

More comments: see over -

This is A Well written guide. My only Concern is That IT IS Too Long. As you know people who will use IT COME FROM DIFFERENT Experience & Background, IT will Be Too Long For SOMEONE already in the Field. NOT Long enough For OTHERS.

My SUGGESTION

Why NOT Include AN OUTLINE or abstract The "TABLE of CONTENTS" is Good BUT I Feel That More is Needed.